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ABSTRACT

THREE 5-WEEK SUMMER OUTWARD BOUND PRACTICUMS (TWO IN CONJUNCTION WITH COLORADO STATE COLLEGE AND ONE WITH DARTMOUTH COLLEGE) WERE CONDUCTED FOR 106 TEACHERS IN RESPONSE TO THE NEED FOR HUMANE, SECURE TEACHERS WHO UNDERSTAND THE NEED FOR A HOLISTIC APPROACH TO EDUCATION. THE PROGRAM CONSISTED OF A 26-DAY OUTWARD BOUND COURSE AND A DEBRIEFING WORKSHOP ON THE PERSONAL AND PROFESSIONAL IMPLICATIONS OF THE OUTDOOR EDUCATION EXPERIENCE. COURSE COMPONENTS INCLUDED INITIATIVE TESTS, ROCK CLIMBING, RAPELLING, FIRST AID, SOLO, EXPEDITIONS AND SERVICE, GROUP PROBLEM SOLVING AND LEADERSHIP DYNAMICS, AND INTERDISCIPLINARY SEMINARS ON SUCH TOPICS AS ALIENATION, MOTIVATION, COMMUNICATION. WEAKNESSES OF THE PROGRAM CAN BE CORRECTED BY IMPROVED STAFF TRAINING, SOME MINOR PROGRAM CHANGES, MORE RELIABLE ADMISSIONS PROCEDURES, AND MORE TIME DEVOTED TO ANALYSIS OF HOW THE OUTWARD BOUND PROCESS CAN BEST BE APPLIED TO EDUCATION. QUESTIONNAIRES, INTERVIEWS, AND OBSERVATION (SIX MONTHS LATER) INDICATE THAT THE PROGRAM WAS SUCCESSFUL IN THAT TEACHERS EXHIBIT BEHAVIOR INDICATING THEY ARE WARMER, MORE SECURE, MORE DARING, MORE FLEXIBLE IN THEIR CLASSROOM PROCEDURES, AND MORE WILLING TO GIVE STUDENTS RESPONSIBILITY FOR DEFINING THEIR OWN EDUCATION. (INCLUDED ARE SUMMARY OF THE INDEPENDENT EVALUATION AND A COURSE DESCRIPTION AND SCHEDULE.) (JS)

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Director's Report - Experiential Training of Teachers

June 26, 1969 to December 31, 1969

William F. Unsoeld, Director of Development
OUTWARD BOUND, Inc.
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Part I - Report

Part II- Summary of Independent Evaluation

Part III-Appendices

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Part I - Report

I - Introduction

Program Objectives

The OUTWARD BOUND teacher practica were designed to effect certain attitudinal and behavioral changes in the participant educators. These changes included:

- An increased awareness of a participant's own potential
- An increased ability and willingness to relate in more open and creative ways with students and colleagues
- An increased awareness of the need for an education that goes beyond the purely passive, verbal dimension into the active and experiential
- An increased ability to demonstrate compassion
- An increased willingness to bring about innovative curricular changes within their own schools
- An increased awareness of man's natural and psychological ties to his environment

Educational Need

The program was created as a response to the need for humane, secure teachers who recognize the need for an experiential approach to education. It was anticipated that the participants would help counter-act the increasing dehumanization of American education which has come about as the nation's educational system has become more massive, more verbal, more specialized and more "professional".

In addition, the OUTWARD BOUND teacher practica were established with the expectation that the participants would emerge more concerned that their students become involved with their natural environment. Finally, it was hoped that teachers would be led to help their students find constructive outlets for their considerable energy.

II - Operation of the Program

1 - Planning

Three teacher practica were planned - two to be run by the Colorado OUTWARD BOUND School in conjunction with Colorado State College, and one to be run by the Dartmouth OUTWARD BOUND Center in conjunction with Dartmouth College. Each course carried with it the equivalent of six semester hours of graduate credit. One Colorado course was for men only and

assumed some previous experience in the mountains. The other was co-educational, assumed no mountain experience, and was directed more specifically to the human relations aspects of OUTWARD BOUND.

The Dartmouth course was for men only and assumed no previous wilderness experience.

Planning was hampered somewhat because the grant was forthcoming only immediately before the beginning of the OUTWARD BOUND teacher practica. The Dartmouth program was particularly affected as the college administration specifically denied the OUTWARD BOUND staff the right to commit Dartmouth resources to the program until the federal grant was confirmed. There was, however, consultation between Dartmouth OUTWARD BOUND staff and the personnel of Dartmouth College, and between Colorado OUTWARD BOUND staff and the faculty of the Colorado State College School of Education. Reading lists were compiled, seminars on alienation, communication and on specific implications of the OUTWARD BOUND process for education were established.

Reconnaissance was completed for the courses and in Colorado arrangements were made in Denver, in Colorado Springs, and in migrant worker camps for an urban solo complete with speakers and security arrangements.

We can now see clearly several gaps in last year's planning.

- OUTWARD BOUND staff training was deficient in that a few of the staff were insensitive to the personalities and character traits of teachers. There was some confusion within the staff concerning OUTWARD BOUND's motivation for giving a course especially for teachers.
- There was some difficulty in handling the conflicts which arose between teachers who wanted to rationalize and justify each aspect of the course before they performed it, and the staff who felt that the experiences were there and should be talked about after the fact; not before it.

- The OUTWARD BOUND staff were not aware of the kind of difficulties that can arise in a co-ed adult course. Husband and wives, very fit female PE teachers, and very unfit male teachers, thirty-year-old spouse hunters, and men looking for a masculinity rite, all contributed to several difficult situations which had not been foreseen.
- Some participants came looking for a sort of paratherapeutic experience. Others were looking for a purely physical experience. Both groups of people were somewhat frustrated by the actual course.

- Outside academic faculty who were one-shot discussion leaders were singularly ineffective. It appears that an outsider carries little currency within an OUTWARD BOUND group unless he is willing to invest a day or so of his time into the actual program as a participant-observer.

In order to be better prepared this year, each school is planning a much more substantial staff training program. The following steps have been taken:

- There will be a national conference to discuss our collective insights concerning teacher courses.
- Staff members are being chosen for their maturity and experience with adult groups.
- We are initiating a practicum in which academic faculty will serve as instructional assistants during the entire OUTWARD BOUND component of the course. These academicians will then become the leaders in the five day follow-up session.

2 - Participant Response

Participant response was about as expected. All the courses were full except for four spaces in the Dartmouth program. In all, 106 teachers participated.

Admission Criteria

The original proposal indicated that a strong effort would be made to recruit three to five teachers from individual schools in communities that seemed likely to be responsive to an OUTWARD BOUND thrust. Because of the lateness of the grant, this aspect of the selection process was not carried out.

Participant Mix

The courses were rather heterogeneous in make-up in that there were men, women, math teachers, history teachers, out-door education teachers, curriculum supervisors, media specialists, guidance counselors, school psychologists, and principals involved. However, few of the teachers came from schools that represented seriously impoverished areas. OUTWARD BOUND has always filled its courses on a first come, first served basis. We are concerned that this may well not be a judicious way to select participants for the practica. A search is underway to find a means to select teachers who show evidence of being personally well adjusted and who are in a position to work for positive change within their school systems.

3 - Staff

Types and Influence of Staff

Staff included OUTWARD BOUND instructors, assistant instructors, chief instructors, and program specialists. In addition the Executive Vice-President of OUTWARD BOUND, the Director of Planning,Development and Evaluation for the Education Department of New Hampshire, the Chairman of the Out-Door Education Department of Colorado State College, various doctoral candidates, and a forest ranger were involved in one way or another as staff members.

Several participants felt that there were times when their particular staff members were arbitrary, insensitive to individuals, and inexcusibly authoritarian. Efforts have been made to probe into each of these situations. On the other hand, many participants commented on the sensitivity, warmth, understanding, and ability of the staff with whom they came in contact.

Effect of Program On Staff

The staff will carry over some influence from the program into their regular work. For the OUTWARD BOUND staff their regular work is OUTWARD BOUND and they have picked up an awareness and sensitivity to the difficulties of dealing with occupationally homogeneous groups. For the other staff members, particularly those from academia, they have seen the results of one form of experiential education in action. As colleges and universities continue to adapt their curriculum it is likely that some faculty will be more able to understand the need for a broader approach to education.

Staff Participant Ratio

The staff participant ratio was approximately one to five. This is a critical ratio for such a course both for safety and for facilitating the dialogue which is such an integral part of any OUTWARD BOUND course.

Staff - Participant - Administration Conferences

There were regular opportunities during the course for participants and staff to sit down and discuss their reactions to the course. In addition there were opportunities for the program staff and the course director to share both their reactions to individuals within the program and their thoughts about possible structural changes within the program.

III- Program Operation

The program content consisted of OUTWARD BOUND activities located in the high Uinta Mountains in Utah, on the Green River in Colorado, in the Rocky Mountains near Marble, Colorado, in northern New Hampshire on the Dartmouth College grant, on Lake Umbagog near the Rapid River, on the Sandy and Kennebec Rivers in Maine and on whaleboats rented from the Hurricane Island OUTWARD BOUND School in Penobscot Bay off the Maine coast.

The program was made up of the usual mix of standard OUTWARD BOUND components - initiative tests, rock climbing, rappelling, first aid, solo, expeditions, and service. In addition, each course concluded with several days of intense individual de-briefing. The participants wrote final papers, they were involved in seminars, and they considered ways in which their experiences could be directly carried over to their own classrooms and school systems.

For the most part, the several components of the Colorado course seemed to complement each other. Thus there was a psychological wholeness to the entire five week course. However, some participants felt that the second course was too fragmented (first rock climbing, then mountain climbing, then sailing, then rafting, then an expedition, then solo and finally a marathon). The participants and staff indicated the the program should dispense with the sailing component as it was almost purely recreational and too dependent on the wind for success.

The Dartmouth program clearly needed better phasing. The Hurricane Island experience seemed to be artifically tagged on to their 300 mile trek through Maine to the ocean. Dartmouth participants felt that a more effective final series of seminars would have been personally and professionally useful. They felt particularly uncertain about the application of the OUTWARD BOUND process to their classrooms.

The courses were approximately five weeks long. The students were on course 24 hours a day with no significant breaks at all. Family, friends, and mail were not present. Nevertheless, we are convinced that if an OUTWARD BOUND experience is to have the desired kind of effect on the teacher, then it is necessary that the experience be both quite intensive and relatively long. Participants did not indicate that the course was too long. However, no one complained that the practica were too short.

Evaluation

Each participant was required to write a course impression at the conclusion of the course. These impressions commented on programming, staffing, logistics, and personal responses to the program. In addition each student kept a daily journal during the course. These journals have been read and considered by the staff at the various schools.

Changes relating to course announcements, admission, financing, transportation, staff training, programming, and logistical support have grown out of these written reports.

Each group of participants also went through an intensive three-day course de-briefing in which participants and staff were able to discuss critically with the course director and his staff such things as group morale, individual conflicts, and high points of the practicum.

Several questionnaires have been sent to the participants. One questionnaire has been sent by the National OUTWARD BOUND office, and one by the independent evaluating team. In addition, the independent evaluating team has completed in-depth personal interviews with 25 to 30 percent of the participants. Finally, OUTWARD BOUND has made itself available to assist participants as they try to implement the OUTWARD BOUND process in their own schools.

OUTWARD BOUND has communicated with all the teachers through the vehicle of "What's Happening?", a collection of descriptive essays discussing specific ways in which OUTWARD BOUND has proven to be relevant to particular schools.

IV - Conclusions

Questionnaires, interviews, and correspondence indicate that the OUTWARD BOUND teacher program has been quite successful in bringing about the anticipated attitudinal changes within the teachers. These attitudinal changes are directly responsible for certain specific behavioristic differences in the participants' classrooms and within their school systems.

Six months after the conclusion of the OUTWARD BOUND practica, the independent evaluating team observed that the teachers who had participated in the program were:

1 - More self-confident
2 - More empathetic with their students
3 - More open and relaxed with students
4 - Less concerned with traditional school regulations
5 - More willing to give students increased independence and consequently a greater sense of control over their own learning
6 - More aware of the value of planned stress situations

7 - More willing to communicate on a personal level with their students, and not as fearful of revealing their own strengths and weaknesses
8 - More interested in tailoring instruction to meet the needs and concerns of individual students

In addition, they have observed that the teachers seemed more aware and sensitive to their physical surroundings - sounds, colors, textures, etc.

What weaknesses there were in the practica have previously been discussed in this report. They can be corrected by improved staff training, some minor programmatic changes, some more reliable admission procedures, and some more time devoted specifically to analyzing how the OUTWARD BOUND process can best be applied to education.

The program was successful because of the very nature of the OUTWARD BOUND experience. Such an experience takes place in a natural wilderness setting and includes a variety of multidimensional events which affect participants physically and psychologically; as individuals and as members of a group.

In summary, the practica seemed to make a significant impact on the way the participant educators viewed themselves and on their behavior as classroom teachers or educational administrators. It is our conviction that the practica offer a healthy and effective means through which an educator can come to understand the need for a holistic approach to education. OUTWARD BOUND looks forward to offering more practica in the years ahead - probably at all six OUTWARD BOUND sites in conjunction with near-by universities.

Part II - Summary of Independent Evaluation

QUTWARD BOUND TEACHER PRACTICA

A SUMMARY EVALUATION

January 17, 1970

Glenn Hawkes, Assistant Professor
University of Massachusetts
School of Education
Director of Evaluation

Trudy Schulze, Consultant
Joseph Schulze, Consultant
Jack Woodbury, Consultant
John Delaney, Consultant

Observations:

The OUTWARD BOUND course seems to have a significant effect on the behavior of some educators. This conclusion is based on our interviews with teachers, observation of teachers and teachers' responses to questionnaires. Our evaluation is hampered because we had no opportunity to observe the behavior of teachers prior to their OUTWARD BOUND experience. Many teachers, however, have claimed that their teaching was affected as a result of their participation in the OUTWARD BOUND course. Based on interviews and questionnaires, our observations are as follows:

1. Teachers are more empathetic with their students.

2. Teachers are more open and relaxed with students.

3. Teachers are less concerned about traditional school regulations, e.g. dress code, etc.

4. Teachers are more self-confident.

5. Teachers developed a willingness to give students more independence and a greater sense of control over their learning.

6. Teachers realize the value of planned stress situations.

7. Teachers are more willing to communicate on a personal level with their students, and are not as fearful of revealing their own strengths and weaknesses.

8. Teachers are more interested in tailoring instruction to meet the needs and concerns of individual students.

Recommendations:

I. Clarification of Goals:

A. Uniqueness of Teachers Course

Most participants in the 1969 summer programs had definite feelings, pro and con, toward the amount of humanistics, i.e, sensitivity in the courses. Some felt this type of activity was a waste of time and termed it "sissy", while many others felt that the amount of humanistics was inadequate, and more should be integrated into the curriculum. The literature concerned with the OUTWARD BOUND Educators Course should accurately describe its purposes and content.

B. Reason versus Coersion

The question of how and why the adults are motivated to accomplish various tasks is of concern to us. Some teachers felt that they were coerced into performing exercises that were essentially unnecessary. The tasks should be challenging, yet reasons for performing them should be given to participants. We realize, however, that in order to develop self-confidence, participants may have to be reasonably pressured into attempting tasks that they previously felt themselves incapable of performing.

II. Procedure and Content

A. Admissions

OUTWARD BOUND might consider some selection procedure which

would determine the reasons why the applicant is entering the course. It would be helpful to determine how susceptible the applicant is to change and how willing he is to examine the relationships of students to teachers and his attitudes toward education.

B. Timetable

Some consideration might be given to allowing more flexibility in the schedule. More time might be devoted to the appreciation of nature and discussion about the group. Time for rest might be allotted immediately after solo and before the urban component.

C. Visiting Speakers

The role of visiting speakers while the patrol is in progress should be examined. Several participants had negative reactions to outside speakers who were not taking part in the experience of the patrol. This complaint sounds more like over-reaction and defensiveness on the part of participants; however, they did experience negative feelings. Some ways should be devised to introduce either the ideas of the visiting speakers or the speakers themselves into the course.

D. Solo

Solo was valuable, though staff should be careful not to "oversell" its importance. If indeed the solo is a mystical experience, it should be allowed, not forced to happen.

E. Skills

Not enough skills were taught and used. Although participants varied in the importance they attached to the learning of skills, most felt that they would have liked to achieve more knowledge and competence in areas such as map coding, compass reading, and ropes.

The following suggestions about procedure and content refer primarily to the Colorado Teachers Courses C-36T and C-39T.

1. Migrant experience

Several participants suggested that the migrant experience was not a particularly beneficial one. Some were placed with families who did not "work in the fields" and much of the participants time was spent resting. In general, many participants did not feel any significant degree of empathy or understanding with migrants. We do not advocate eliminating this experience, but simply further investigation of what participants did and which families took in participants.

2. Urban Componet

The urban experience was highly praised by the participants and we recommend future course. Several teachers mentioned how through this experience they were made aware of and became sensitive to the perceptions and feelings of poor blacks and poor whites. One concern of ours is the number of comments

we received which indicated that many of the participants did not complete the requirements of the three day experience, i.e, some only spent one night in the slums.

3. Eliminate Sailing

Generally, participants found it boring and too dependent on weather conditions. River rafting, rapelling and rock climbing were enthusiastically received by almost everyone.

The following procedures and content refer to the Dartmouth Teachers Course - D-T3

1. Re-locate the entire program.

The entire Dartmouth program was held within a few minutes of civilization. Rarely was there a feeling of being "alone with nature". Polluted streams, a trek through a city, and constant brushings with normal city life were not, in our estimation, in accord with OUTWARD BOUND philosophy and goals.

2. Re-sequence the Hurricane Island experience.

Many participants felt that the activities on Hurricane Island were anti-climatic in that they emphasized conditioning exercises after the bulk of the course was over. Perhaps the Hurricane Island experience should be given at the outset of the course.

III. Staff

Many favorable comments were made about the staff - their warmth, confidence, tolerance, and understanding. However,

we have several concerns.

1. Since the staff is dealing with adult educators, they should be made aware of the personalities and traits of teachers.
2. The staff might be more aware of ways in which OUTWARD BOUND techniques can be adapted to the classroom.
3. The staff should be trained in the use of techniques of initiating and developing group discussions.
4. Conclusions should be made as to the nature of the OUTWARD BOUND course - will the emphasis be on the group process and sensitivity training or on the physical experience.

IV. Follow-up

Since OUTWARD BOUND is interested in changing the behavior of educators, it is necessary that they initiate more follow-up sessions. Effort should be made to keep in contact with all participants. Workshops should be held to further demonstrate the possibilities of OUTWARD BOUND methods in the classroom. A newsletter should be started to keep teachers informed as to how other teachers are using OUTWARD BOUND methods. In addition to centrally located workshops and a publication, OUTWARD BOUND might make consultants available to schools or districts where the participating teachers are located to advise them on uses of OUTWARD BOUND.

V. Transfer

More discussion of relationship of OUTWARD BOUND and

education. Throughout the course, effort should be made to discuss with participants how they may be able to incorporate the OUTWARD BOUND experiences, philosophy, and methods in their schools and academic classrooms. Perhaps previous participants of OUTWARD BOUND could be called upon to head discussions. OUTWARD BOUND should make clear how much it can and cannot do to help schools and teachers begin their own OUTWARD BOUND programs.

VI. Questions to Consider

1. Send a mixture of students, teachers, and administrators through a single course together.
2. Experiment with coed patrols.
3. Send groups from same school community.
4. Let teachers observe adolesents' program when on Hurricane Island
5. Permit individual patrols to determine destination and route.
6. Role of competition with adult groups.
7. Have staff become oriented with the history and ecology of areas in which OUTWARD BOUND expeditions take place.

Part III - Appendices

INFORMATION SHEET ON COURSE D-3T, SUMMER 1969

PRACTICUM IN OUTWARD BOUND - For teachers, administrators, counselors, graduate students, and graduates - Men only.

COURSE DIRECTOR - Willem M. Lange, III
Director
Dartmouth Outward Bound Center

This course offers six hours of post-graduate credit to qualifying persons through the Department of Education at Dartmouth College. 1969 is the first year that Dartmouth has offered this practicum; others have been and are being offered by the Colorado Outward Bound School and Colorado State College. Enrollment at Dartmouth is limited to 18.

The instructional staff will include professors from the Dartmouth College faculty and members of the staff of the Dartmouth Outward Bound Center. Keynoting the seminars during the first week of the program will be Dr. William Unsoeld, Executive Vice-President of Outward Bound, Incorporated, and a member of the successful West Ridge team on Mount Everest, 1963.

The first five days of the course will be held at the College Grant, 27,000 acres of wilderness in northern New Hampshire. During this time we will hold seminars to explore current educational problems. We will also explore group dynamics, with emphasis on how groups develop and how to facilitate growth within the group. Related to this will be discussions of Outward Bound techniques. Participants will be introduced to the Outward Bound program through initiative tests, the infamous run-and-dip, first aid, and wilderness orienteering.

Following the period at the College Grant will be three days of training in whitewater canoeing and canoe rescue at Umbagog Lake, Maine. At the end of this training, we will strike out overland, on foot and by canoe, to Augusta, Maine. On the way, we will traverse part of the Appalachian Trail, bushwhack through remote mountain passes, and descend the Sandy and Kennebec Rivers. Participants will have time each day for reflection, assessment, and writing.

At Augusta we will exchange our ten canoes for two whaleboats provided by the Hurricane Island Outward Bound School. The next three days will be occupied in sailing or rowing -- whichever the weather dictates -- eastward to Hurricane Island, 12 miles off the coast near Rockland, Maine. We will observe a "regular"

course in progress there, meet with students, administration, and staff for discussions, and make use of facilities for initiative tests, rock climbing, ropes course, and instruction in ecology.

Then comes the Solo -- three days of introspection and adjustment to the raw components of your environment alone in an island campsite all your own. Probably never have you had, nor will you again have the opportunity to spend three days completely alone. You will never forget it.

After "debriefing" the Solo experience, participants will join the students of the regular course on the island in their last day, the day of competition and graduation. And, when the students have left, we will begin two days of assessment and evaluation, through both discussion groups and the preparation of papers weighing the implications of the Outward Bound experience for educational innovation and change.

The cost of the course, including all fees, is $520. Funds, however, are available to cover the entire amount for qualifying applicants. Participants must cover their own expense of traveling to and from Concord, New Hampshire, where the course begins and ends. Dartmouth Outward Bound will furnish all necessary specialized personal equipment; a list is enclosed, as well as a list of clothing and gear participants should bring with them.

A medical form is also enclosed and must be in our hands, completed, before we can make any final acceptance decision.

D-3T COURSE SCHEDULE

DAY	DATE	
1	21	Leave Concord, N.H., 11:00 a.m., bus to College Grant
2	22	Run-and-Dip; orientation; begin discussion groups
3	23	Rappelling; seminars; orienteering
4	24	Seminars; overnight orienteering exercise
5	25	Return from overnight; end seminars
6	26	March out; canoe to Sunday Cove
7	27	Whitewater and canoe rescue
8	28	Whitewater and canoe rescue
9	29	Whitewater and canoe rescue
10	30	Leave Sunday Cove; portage and paddle to South Arm
11	1	Appalachian Trail
12	2	Bushwhack over Jackson Mountain
13	3	Finish trek; pick up canoes near Madrid
14	4	Canoe down Sandy River
15	5	Canoe down Sandy River
16	6	Day of "rest"; group meetings
17	7	Canoe down Sandy and Kennebec
18	8	Canoe down Kennebec
19	9	Arrive Augusta, meet pulling boats
20	10	Leave Augusta by pulling boat
21	11	Sail across Gulf of Maine
22	12	Arrive Hurricane Island
23	13	On Hurricane; evening meeting with staff
24	14	On Hurricane; evening free to talk with students
25	15	On Hurricane; evening meeting with staff

DAY	DATE	
26	16	On Hurricane; Solo briefing
27	17	Solo
28	18	Solo
29	19	Solo
30	20	Return from Solo, debrief
31	21	H-17 (regular course) competition; Graduation
32	22	Assessment and evaluation; prepare papers
33	23	Assessment and evaluation; finish papers
34	24	Leave Rockland, return to Concord at 1:00 p.m.